

EBP Overview

What is Evidence-Based Practice (EBP)?

The most common definition of Evidence-Based Practice (EBP) is from Dr. David Sackett. EBP is "the conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means integrating individual clinical expertise with the best available external clinical evidence from systematic research." (Sackett D, 1996)

EBP is the integration of clinical expertise, patient values, and the best research evidence into the decision making process for patient care. Clinical expertise refers to the clinician's cumulated experience, education and clinical skills. The patient brings to the encounter his or her own personal preferences and unique concerns, expectations, and values. The best research evidence is usually found in clinically relevant research that has been conducted using sound methodology. (Sackett D, 2002)



Accessed September 14 from:

<http://guides.mclibrary.duke.edu/c.php?g=158201&p=1036021>

Rewritten for EBP in Education

EBP is “the conscientious, explicit and judicious use of current best evidence in making decisions about the education of an individual student or group of students. It means integrating individual school/classroom expertise with the best available external evidence on student learning from systematic research.”

EBP is the integration of classroom/school expertise, student values, and the best research evidence into the decision making process for educating students. School/classroom expertise refers to the educator’s accumulated experience, education and professional skills. The educator brings to the encounter his or her own personal preferences and unique concerns, expectations, and values. The best research evidence is usually found in relevant educational research that has been conducted using sound methodology.

The evidence, by itself, does not make the decision, but it can help support and inform the process of educating students. The full integration of these three components into classroom and school decisions enhances the opportunity for optimal educational outcomes and students’ quality of life. The practice of EBP is usually triggered by engaging with students and evidence of their learning which generates questions about the effects of instructional approaches, the utility of diagnostic and formative assessments, and the individual characteristics of the students.

Evidence-Based Practice requires new skills of the educator, including efficient literature searching, and the application of formal rules of evidence in evaluating the clinical literature.

The Steps in the EBP Process:

ASSESS the student/group of students	1. Start with the student -- a classroom/school problem or question arises about the instruction/learning of a student or group of students.
ASK the question	2. Construct a well-built question derived from the situation
ACQUIRE the evidence	3. Select the appropriate resource(s) and conduct a search
APPRAISE the evidence	4. Appraise that evidence for its validity (closeness to the truth) and applicability (usefulness in school/classroom practice)
APPLY: talk with the students and apply the instructional strategies	5. Return to the student or group of students -- integrate that evidence with classroom/school, student characteristics preferences and apply it to practice
Self-evaluation & Reflection	6. Evaluate your performance with the student or group of students.

Evidence-Based Practice in Education

